

Fanshawe College

## FIRST: Fanshawe Innovation, Research, Scholarship, Teaching

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Documentation (Approvals etc...)

Accessibility Specialist

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2014

### Accessibility Specialist - Business Plan

Fanshawe College

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## BUSINESS PLAN FOR NEW PROGRAMS

Business plans must be submitted to the Academic Program Planning Sub-committee (APPS) by **December 1<sup>st</sup>**, for programs to be implemented in the fall of the following academic year. APPS will forward the business plans to the Board of Governors, Credential Validation Service, and the Ministry for approval.

The Business Plan will be developed using this template, and in consultation with a Curriculum Consultant from the Centre for Academic Excellence (CAE). All areas of this template and all Appendices must be completed.

### 1.0 Program Specifications:

<b>Title of Proposed Program:</b>	<b>Accessibility Specialist Certificate</b>
<b>MTCU program code (if it exists):</b>	
<b>Credential to be Awarded:</b>	<input checked="" type="checkbox"/> Local Board Approved Certificate <input type="checkbox"/> Ontario College Certificate <input type="checkbox"/> Ontario College Diploma <input type="checkbox"/> Ontario College Advanced Diploma <input type="checkbox"/> Ontario College Graduate Certificate <input type="checkbox"/> Degree
<b>Intake(s):</b>	<input checked="" type="checkbox"/> Fall <input checked="" type="checkbox"/> Winter <input type="checkbox"/> Spring
<b>Year of First Intake:</b>	2014
<b>No. of Students in First Intake:</b>	10
<b>Length of Program:</b>	Number of semesters: 1.5 years in length
	Duration of each semester (in weeks): 10-15 weeks
	Total program hours: 375 hours
	What Academic Calendar will be used? 2014/2015
	Will it be a co-op program? No <input type="checkbox"/> Experiential co-op (required to graduate) <input type="checkbox"/> Mandatory co-op (not required to graduate but

	fee is mandatory) <input type="checkbox"/> Optional co-op (not required and fee only charged if students opt in)
<b>Method of Delivery:</b>	<input type="checkbox"/> Face to face <input checked="" type="checkbox"/> 100% Online <input type="checkbox"/> Weekend College <input type="checkbox"/> Other
	<input type="checkbox"/>

## 2.0 Executive Summary

Program Title: Accessibility Specialist Certificate

Credential: Local Certificate

Proposed Start Date: Fall 2014

Expected Enrolment: 10-15 students

### Program Overview:

Assistive and augmentative technologies have great potential to enhance the quality of life for persons with disabilities, no matter the age, nature, or source of the disability. The *Accessibility Specialist Certificate Program* will provide additional professional credentials for individuals already working in the field of access technology or special education. For individuals thinking about entering this exciting area, it will provide a solid foundation for working within the fast-growing access technology field.

The Accessibility Specialist Certificate Program consists of five mandatory courses, and 4 elective courses, students are required to complete two out of the 4 elective courses. One of the elective courses is an Accessibility Specialist Practicum, where the student will have the opportunity to experience the role and gather on the job training. The External Focus Group members have indicated their support in providing students with their experiential learning practicum.

Physical disabilities as well as learning disabilities will be discussed with assistive technologies being suggested for accommodations in school, at home and in the workplace. One of the mandatory courses will cover the current legislation in place for individuals with barriers and it will provide the opportunity for the student to research legislation and be aware of what resources are available.

### Timeline and Delivery Plan:

Enrolment date of September 2014

### Program Fit with Institutional Priorities:

Accessibility Specialist Certificate will serve as an enrolment growth opportunity for Fanshawe College as it is a unique program to the College. Graduates of a Human Services field may choose to enter this program to enhance their resume. Pathways will be researched to provide internal credits for these graduates.

The program will be fully online enabling students to have a convenient and flexible learning option, and enable students who are employed full time.

Online learning removes the geographical learning restrictions and captures students from outside the catchment area.

#### Program Demand

The OCAS data report shows low enrolment, although, local experts and community partners have endorsed the need for this program and predict a strong student demand for the Accessibility Specialist Certificate. (see attachment)

Community members have participated in external focus groups to review the curriculum and learning outcomes. The learning outcomes have been developed by the external focus group participants and ATN Access for Persons with Disabilities.

### 3.0 Academic Programming and Quality

Score: \_\_\_/25

New programs will be developed by the School/Faculty responsible for the program in consultation with the other affected enabling/partner divisions/departments including, but not limited to, Language and Liberal Studies, Co-operative Education, Continuing Education, departments responsible for service delivery and support of the program, etc. \*See **Appendix H – Form 1 Internal Stakeholder Consultation Report and Form 2 Contact List for Consultation Report** for the detailed list\*

#### Appendix H Form 1



## CONSULTATION REPORT FOR NEW PROGRAMS & MAJOR PROGRAM REVISIONS

Revised: April 8, 2013

Title of Proposed Program:	Accessibility Specialist Certificate
Submitted By:	Bruce Smith
MTCU code:	

The Academic Program Planning Sub-committee (APPS) has approved the new program idea. The following consultations are required before the full business plan is submitted to APPS (Stage Gate 2).

1. Area: Academic Division - Academic Studies	Business Plan: 3.02	Not Affected <input type="checkbox"/>
Date of Meeting:	Participants:	

Results of Discussion:
Issue(s) Unresolved:

<b>2. Area: Academic Division - General Studies</b>	Business Plan: 3.02	Not Affected <input type="checkbox"/>
Date of Meeting:	Participants:	
Results of Discussion:		
Issue(s) Unresolved:		

<b>3. Area: Academic Division - Other Affected Division(s)</b>	Business Plan: 3.02	Not Affected <input type="checkbox"/>
Date of Meeting:	Participants:	
Results of Discussion:		
Issue(s) Unresolved:		

<b>4. Area: Centre for Academic Excellence</b>	Business Plan: 6.04	Not Affected <input type="checkbox"/>
Date of Meeting:	Participants:	
Results of Discussion:		
Issue(s) Unresolved:		

<b>5. Area: Centre for Research and Innovation</b>	Business Plan: 6.04	Not Affected <input type="checkbox"/>
Date of Meeting:	Participants: Dan Douglas, Acting Dean, Centre for Research and Innovation	
Results of Discussion: Research should be identified in the learning outcomes - vocational/essential employability		
Issue(s) Unresolved:		

<b>6. Area: Continuing Education</b>	Business Plan: 6.04	Not Affected <input type="checkbox"/>
Date of Meeting:	Participants:	

Results of Discussion:
Issue(s) Unresolved:

<b>7. Area: Regional Campuses</b>	Business Plan: 6.04	Not Affected <input type="checkbox"/>
Date of Meeting:	Participants:	
Results of Discussion:		
Issue(s) Unresolved:		

<b>8. Area: Co-operative Education (Co-op )</b>	Business Plan: 6.04	Not Affected <input type="checkbox"/>
Date of Meeting:	Participants:	
Results of Discussion:		
Issue(s) Unresolved:		

<b>9. Area: Facilities Management (Space Requirements)</b>	Business Plan: 6.01	Not Affected <input type="checkbox"/>
Date of Meeting:	Participants: Harry Bakker Executive Director, Facilities Management and Community Safety	
Results of Discussion: No issues.		
Issue(s) Unresolved:		

<b>10. Area: Timetabling and Scheduling (Timetabling and Scheduling)</b>	Business Plan: 6.01	Not Affected <input type="checkbox"/>
Date of Meeting:	Participants:	
Results of Discussion:		
Issue(s) Unresolved:		

<b>11. Area: Financial Services (Budget Projections)</b>	Business Plan: 6.07	Not Affected <input type="checkbox"/>
Date of Meeting:	Participants: Steve Firth, Manager Resource Planning	

Results of Discussion: No issues.
Issue(s) Unresolved:

<b>12. Area: Human Resources (Staffing Plan)</b>	Business Plan: 6.03	Not Affected <input type="checkbox"/>
Date of Meeting:	Participants:	
Results of Discussion:		
Issue(s) Unresolved:		

<b>13. Area: Information Services (Technology Requirements)</b>	Business Plan: 6.01	Not Affected <input type="checkbox"/>
Date of Meeting:	Participants:	
Results of Discussion:		
Issue(s) Unresolved:		

<b>14. Area: International Centre</b>	Business Plan: 6.04	Not Affected <input type="checkbox"/>
Date of Meeting:	Participants: Wendy Curtis; Director, Fanshawe International Centre	
Results of Discussion: No issues.		
Issue(s) Unresolved:		

<b>15. Area: Library (Learning Resources)</b>	Business Plan: 6.02	Not Affected <input type="checkbox"/>
Date of Meeting:	Participants: Martie Grof-Iannelli, Senior Manager Library & Media Services	
Results of Discussion: Meeting Requested to discuss how the LMS can help provide the learning resources needed.		
Issue(s) Unresolved:		

<b>16. Area: Reputation and Brand Management</b>	Business Plan: 6.05	Not Affected <input type="checkbox"/>
Date of Meeting:	Participants: Tony Frost Executive Director, Reputation and Brand Management	

<p><b>Results of Discussion:</b>  Fully online offering targeting people working full time has a potential for a small consistent intake. It will benefit when school begins to organize around (and offer more) professional online programming and build a reputation for it - and also leveraging the brand building which the College will be doing in the near future. The reality is that currently, we have very little presence in this area (online) and low profile outside of our traditional catchments. As a result, expectations for this program should not be set too high (10 is fine).</p> <p>Concern regarding the OCAS data report which indicates low enrollment for this type of programming. Experts who endorse programs are an excellent source for information, but they are not always an excellent predictor of program success.</p> <p>To consider - if there is a short-term opportunity to boost this with the onset of AODA legislation this January.</p>
Issue(s) Unresolved:

<b>17. Area: Registrar's Office (Admission Requirements)</b>	Business Plan: 3.01	Not Affected <input type="checkbox"/>
Date of Meeting:	Participants:	
Results of Discussion:		
Issue(s) Unresolved:		

<b>18. Area: Registrar's Office (Enrolment Projections)</b>	Business Plan: 6.06	Not Affected <input type="checkbox"/>
Date of Meeting:	Participants:	
Results of Discussion:		
Issue(s) Unresolved:		

<b>19. Area: Registrar's Office (Tuition Fees)</b>	Business Plan: 6.08	Not Affected <input type="checkbox"/>
Date of Meeting:	Participants:	
Results of Discussion:		
Issue(s) Unresolved:		

<b>20. Area: Reputation and Brand Management / Recruitment (Student Demand)</b>	Business Plan: 5.01	Not Affected <input type="checkbox"/>
Date of Meeting:	Participants:	



Results of Discussion:
Issue(s) Unresolved:

<b>21. Area: Counseling and Accessibility Services</b>	Business Plan: 6.04	Not Affected <input type="checkbox"/>
Date of Meeting:	Participants: Heather Cummings Executive Director, Student Success	
Results of Discussion: No Concerns.		
Issue(s) Unresolved:		

<b>22. Area: Contract Training Services</b>	Business Plan: 5.02	Not Affected <input type="checkbox"/>
Date of Meeting:	Participants:	
Results of Discussion:		
Issue(s) Unresolved:		

<b>23. Area: Other Consultation, as required</b>	Business Plan:	Not Affected <input type="checkbox"/>
Date of Meeting:	Participants:	
Results of Discussion:		
Issue(s) Unresolved:		

<b>24. Dean's Comments</b>

I verify that the above consultations have occurred and that all issues have been resolved, with the exception of those noted above.

\_\_\_\_\_  
(Signature)

Date: \_\_\_\_\_

### 3.01 Program Description

## ONTARIO COLLEGES OF APPLIED ARTS AND TECHNOLOGY CREDENTIALS VALIDATION SERVICE

### APPENDIX B - PROGRAM DESCRIPTION

**PROGRAM DESCRIPTION:** (including occupational areas where it is anticipated graduates will find employment)

Assistive and augmentative technologies have great potential to enhance the quality of life for persons with disabilities, no matter the age, nature, or source of the disability. The *Accessibility Specialist Certificate Program* will provide an additional professional credential for individuals already working in the field of access technology or special education. For individuals thinking about entering this exciting area, it will provide a solid foundation for working within the fast-growing access technology field.

The Accessibility Specialist Certificate Program consists of five mandatory courses, and 4 electives. One of the electives is an Accessibility Specialist Practicum, where students will have the opportunity for one the job training. Physical disabilities as well as learning disabilities will be discussed with assistive technologies being suggested for accommodations in school, at home and in the workplace. One of the mandatory courses will cover the current legislation in place for individuals with barriers and it will provide the opportunity for the student to research this legislation and be aware of what resources are available.

**VOCATIONAL PROGRAM LEARNING OUTCOMES:** (vocational program learning outcomes must be consistent with the requirements of the Credentials Framework for the proposed credential)

***The graduate has reliably demonstrated the ability to:***

1. Identify functional limitations related to vision, hearing, mobility, and cognitive related impairments
2. Recognize and discuss barriers for blind/vision impaired; deaf/hearing impaired
3. Demonstrate and explain various types of physical disabilities and learning disabilities/challenges
4. Define assistive technology, list examples, and describe the function of assistive technology applications for employment, education, and quality of life activities, including ergonomic considerations, computer access, and software for persons with special physical needs, learning difficulties and learning disabilities

5. Utilize previous learning and hands-on knowledge to stimulate positive changes in the home, school, workplace or community in order to meet the needs of persons with disabilities
6. Describe the impact and practical benefits of assistive technology in the lives of persons with disabilities and describe barriers to assistive technology
7. Explain the basic legal obligations of government, educational institutions and employers related to providing assistive technology devices and services as outlined in current legislation
8. Find and complete applications and forms relating to community and government agencies
9. Recognize new electronic devices and technology that can assist with activities of daily living for clients/workers/students/family
10. Explain and implement a commitment to a client-centred approach in assessment and training, and the need to foster client/student/worker independence

**RECOMMENDED ADMISSION REQUIREMENTS:**

- Mature student status or OSSD diploma
- Basic knowledge of computers including Microsoft Word/Windows

\*\* Learning outcomes were discussed at the External Focus Group meetings all external focus group members agreed that a beginner practitioner would graduate with this skill set

3.02 Curriculum

- a) Complete **Appendix F: Program of Instruction** to outline the sequence of courses, credits, general education courses and materials fees, if required.

**Consultation: affected Academic Schools, Co-op, CAE**

**APPENDIX F - Program of Instruction**

**Prog #**                      **Program Name: Accessibility Specialist Certificate**  
**Plan #**                      **Plan Name:**

**FOR STUDENTS ADMITTED IN 2014-15 (Reg. Term)**

2014F					
Crs. No.	Course Name	Credits	Elective	Hours	Material Fee
BSCI-1064	Assistive Technology Fundamentals	3.0		45 hours	
Total Credits:		3.0			

2015W					
Crs. No.	Course Name	Credits	Elective	Hours	Material Fee
BSCI-1065	Assistive Technology: Physical Disabilities Level 1	3.0		45 hours	
BSCI-1072	Assistive Technology: Specific Learning Disabilities Level 1	3.0		45 hours	
Total Credits:		6.0			

2015 Spring					
Crs. No.	Course Name	Credits	Elective	Hours	Material Fee
BSCI-1066	Disability, the Law and Community Resources	3.0	45 hours		
BSCI-1070	Universal Internet Design	3.0	45 hours		
Total Credits:		6.0			

2015 Fall					
Crs. No.	Course Name	Credits	Elective	Hours	Material Fee

BSCI-1072	Assistive Technology Specific Learning Disabilities Level 2	3.0		45 hours	
BSCI-1068	Assistive Technology Physical Disabilities Level 2	3.0		45 hours	
Total Credits:		6.0			

2015 Winter					
Crs. No.	Course Name	Credits	Elective	Hours	Material Fee
BSCI-1073	Practicum	2.0		30 hours	
BSCI-3045	Accessibility Specialist Research Development	2.0		30 hours	
Total Credits:		20.0		Total Credits: 20.0	

### 3.03 Curriculum Design and Delivery

- a) Indicate how the program meets the learning outcomes.

Each of the learning outcomes is taught in a minimum of 6 of the courses in the certificate. This is indicated in the Vocational Learning Outcome chart below.

- b) Include reasons for choice of delivery methods including work experience (if appropriate).

Program delivery will be online, the External Focus Group recommended online delivery, to capture a wider geographical registration area. The content and curriculum of the program yields well to an online learning environment.

- c) Indicate how delivery methods are appropriate to program and/or target populations.

Online delivery method was approved and recommended by the External Focus Group, which would enable the program to capture individuals that are working

full time. Online Learning will allow flexibility in course access whereby students will have the opportunity to access their course 24 hours per day, and complete their scheduled assignments at their convenience within the set deadlines.

- c) Indicate where and how *existing* courses are used in this new program.

All courses in the program were developed and created specifically for the Accessibility Specialist Certificate.

- d) Indicate where and how internationalization, research and e-learning are included in the program.

The program is fully online, with the exception of the optional Accessibility Specialist practicum, which provides the program the advantage of country wide registration and potentially international growth.

- e) Complete **Appendix A: Form 3 Program Outcomes- Curriculum Map VLO EES Consultation: CAE**

APPENDIX D Accessibility Specialist Certificate Vocational Learning Outcomes	MANDATORY					Choose One		Choose One		# OF COURSES EVALUATING THE OUTCOME
	Assistive Technology Fundamentals BSCI-1064	Assistive Technology: Physical Disabilities 1 BSCI-1065	Assistive Technology: Specific Learning Disabilities Level 1 BSCI- 1072	Disability, the Law and Community Resources BSCI-1066	Universal Internet Design BSCI-1070	Assistive Technology Specific Learning Disabilities Level 2 BSCI- 1072	Assistive Technology Physical Disabilities Level 2 BSCI-1068	Practicum BSCI-1073	Accessibility Specialist Research Development BSCI-3045	
<b>The graduate has reliably demonstrated the ability to:</b>										
1. Identify stratified functional limitations related to vision, hearing, mobility, and cognitive related impairments	x	x	x	x		x	x	x	x	8
2. Recognize and discuss barriers for blind/vision impaired and deaf/hearing impaired	x	x		x	x	x		x	x	7
3. Demonstrate a basic understanding of various types of physical abilities and learning disabilities and challenges	x	x	x			x	x	x	x	7
4. Define assistive technology, list examples, and describe the function of assistive technology applications for employment, education, and quality of life activities, including ergonomic considerations, computer access, and software for persons with special physical needs, learning difficulties and learning disabilities	x	x	x	x	x	x	x	x	x	9
5. Utilize previous learning and hands on knowledge to stimulate positive changes in the home, school, workplace or community in order to meet the needs of persons with disabilities						x	x	x	x	4
6. Describe impact and practical benefits of assistive technology in the lives of person with disabilities and describe barriers to assistive technology	x	x	x	x	x	x	x	x	x	9
7. Explain the basic legal obligations of the governments, educational institutions and employers related to providing assistive technology devices and services as outlined in current legislation				x	x	x		x	x	5
8. Find and complete applications and forms relating to community and government agencies and programs such as the Ontario Ministry of Health's Assistive Device Program	x			x		x		x	x	5
9. Recognize new electronic devices and technology that can assist with activities of daily living for clients/workers/students/family	x	x	x		x	x	x	x	x	8
10. Explain, express, and implement a commitment to a client-centred approach in assessment and training, and the need to foster client/student/worker independence	x	x	x	x	x	x	x	x	x	9
<b>TOTAL # OF OUTCOMES EVALUATED BY EACH COURSE</b>	<b>8</b>	<b>7</b>	<b>6</b>	<b>7</b>	<b>6</b>	<b>10</b>	<b>7</b>	<b>10</b>	<b>10</b>	

### 3.04 Vocational Program Learning Outcomes

- a) Complete **Appendix A: Form 1 – Vocational Program Outcomes. Consultation: CAE**

Upon completion of the Accessibility Certificate Program, students will be familiar with information, resources, and tools that can assist them to improve day-to-day accessibility for clients, students, workers, family, and others. Successful graduates will be able to:

- 1 Identify stratified functional limitations related to vision, hearing, mobility, and cognitive related impairments
- 2 Recognize and discuss barriers for blind/vision impaired; deaf/hearing impaired

- 3 Demonstrate and explain an understanding of various types of physical disabilities and learning disabilities/challenges
- 4 Define assistive technology, list examples, and describe the function of assistive technology applications for employment, education, and quality of life activities, including ergonomic considerations, computer access, and software for persons with special physical needs, learning difficulties and learning disabilities
- 5 Utilize previous learning and hands-on knowledge to stimulate positive changes in the home school, workplace or community in order to meet the needs of persons with disabilities
- 6 Describe the impact and practical benefits of assistive technology in the lives of persons with disabilities and describe barriers to assistive technology
- 7 Explain the basic legal obligations of government, educational institutions and employers related to providing assistive technology devices and services as outlined in current legislation
- 8 Find and complete applications and forms relating to community and government agencies and programs such as the Ontario Ministry of Health's Assistive Devices Program
- 9 Recognize new electronic devices and technology that can assist with activities of daily living for clients/workers/students/family
- 10 Explain and implement a commitment to a client-centred approach in assessment and training, and the need to foster client/student/worker independence

### 3.05 Employability Skills Learning Outcomes

a) Complete **Appendix A: Form 2 - Essential Employability Skills Outcomes.**

**Consultation: CAE**

## ONTARIO COLLEGES OF APPLIED ARTS AND TECHNOLOGY CREDENTIALS VALIDATION SERVICE

### APPENDIX A - PROGRAM MAPS

#### Form 2 - Essential Employability Skills Outcomes

SKILL CATEGORIES	DEFINING SKILLS Skill areas to be demonstrated by the graduates	ESSENTIAL EMPLOYABILITY SKILLS OUTCOMES The graduate has reliably demonstrated the ability to:	PROPOSED CURRICULUM (COURSE NAME & NUMBER) ADDRESSING THE OUTCOMES (From Appendix C)
COMMUNICATION	Reading Writing Speaking Listening Presenting Visual Literacy	communicate clearly, concisely, and correctly in the written, spoken, and visual form that fulfils the purpose and meets the needs of the audience	All courses in program
		respond to written, spoken, or visual messages in a manner that ensures effective communication	All courses in program
NUMERACY	Understanding and applying mathematical	execute mathematical operations	All except BSCI-1066 Disability, the law and

<b>SKILL CATEGORIES</b>	<b>DEFINING SKILLS</b> Skill areas to be demonstrated by the graduates	<b>ESSENTIAL EMPLOYABILITY SKILLS OUTCOMES</b> The graduate has reliably demonstrated the ability to:	<b>PROPOSED CURRICULUM (COURSE NAME &amp; NUMBER) ADDRESSING THE OUTCOMES</b> (From Appendix C)
	<p>concepts and reasoning</p> <p>Analysing and using numerical data</p> <p>Conceptualizing</p>	accurately	community resources
<b>CRITICAL THINKING &amp; PROBLEM SOLVING</b>	<p>Analysing</p> <p>Synthesizing</p> <p>Evaluating</p> <p>Decision-making</p>	apply a systematic approach to solve problems	BSCI-1064, BSCI1065, BSCI-1072, BSCI-1066, BSCI-1070, BSCI-1073, BSCI-3045
	Creative and innovative thinking	use a variety of thinking skills to anticipate and solve problems	All except BSCI-1072
<b>INFORMATION MANAGEMENT</b>	<p>Gathering and managing information</p> <p>Selecting and using appropriate tools and technology for a task or a project</p> <p>Computer literacy</p> <p>Internet skills</p>	locate, select, organize, and document information using appropriate technology and information systems	All courses
		analyse, evaluate, and apply relevant information from a variety of sources	All except BSCI-1064
<b>INTERPERSONAL</b>	<p>Team work</p> <p>Relationship management</p> <p>Conflict resolution</p> <p>Leadership</p> <p>Networking</p>	show respect for the diverse opinions, values, belief systems, and contributions of others	All except BSCI-1070
		interact with others in groups or teams in ways that contribute to effective working relationships and the achievement of goals	All except BSCI-1066
<b>PERSONAL</b>	<p>Managing self</p> <p>Managing change and being flexible and adaptable</p>	manage the use of time and other resources to complete projects	All except BSCI-1064
	<p>Engaging in reflective practices</p> <p>Demonstrating personal</p>	take responsibility for one's own actions, decisions, and consequences	All Except BSCI-1064, BSCI-1066



SKILL CATEGORIES	DEFINING SKILLS Skill areas to be demonstrated by the graduates	ESSENTIAL EMPLOYABILITY SKILLS OUTCOMES The graduate has reliably demonstrated the ability to:	PROPOSED CURRICULUM (COURSE NAME & NUMBER) ADDRESSING THE OUTCOMES (From Appendix C)
	responsibility		

- 3.06 Ministry Form for Weighting Purposes
- a) Complete **Appendix E: Program Delivery Information (PDI) Form to Calculate Program Funding Parameters.**  
**Consultation: CAE**

APPENDIX E

Program Delivery Information (PDI) Form to Calculate Program Funding Parameters  
Total Hours Required per Student

College:Fanshawe College	Program Title: Accessibility Specialist Certificate
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Indicate the number of hours that a student is required to spend in each instructional setting in each semester or level of this program. All hours in all instructional settings are to be noted.

Instructional Settings*	Semester/Level									Total
	1	2	3	4	5	6	7	8	9	
Classroom instruction <sup>i</sup>										0%
Laboratory/workshop/fieldwork <sup>ii</sup>										
Independent (self-paced) learning <sup>iii</sup>										
One-on-one instruction <sup>iv</sup>										
Clinical placement <sup>v</sup>										

Field placement/work placement <sup>vi</sup> ** <input type="checkbox"/> Mandatory X Optional				30						10%
Co-op work placement <sup>vii</sup> ** <input type="checkbox"/> Mandatory <input type="checkbox"/> Optional										
Small group tutorial <sup>viii</sup>										
Other (specify)Online	45	90	90	30						90%
TOTAL	45	90	90	60						100%

Semesters are not applicable to Continuing Education for the Accessibility Specialist Certificate, as students will have 7 years to complete their program. The calculations above have been based on the whole program offering and using Continuing Education semesters.

### 3.07 Relationship to Professional or Licensing Bodies

- a) Complete **Appendix D: Regulatory Status Form**  
**Consultation: CAE**

Not applicable, at this time there is no regulatory status present for the Accessibility Specialist Certificate.

### 3.08 Course Descriptions

- a) Complete **Appendix C: Program Curriculum**  
**Consultation: CAE**

## ONTARIO COLLEGES OF APPLIED ARTS AND TECHNOLOGY CREDENTIALS VALIDATION SERVICE

### APPENDIX C - PROGRAM CURRICULUM

Semester	Course Code*	Course Title (and brief course description)
	<b>BSCI-1064</b>	<b>Assistive Technology Fundamentals</b> This course is designed to provide the learner with a basic knowledge of assistive technology and explores potential students' technological and learning needs in order to facilitate the role of

		<p>assistive devices in the development of individual learning plans. Topics include: an overview of assistive technology, including operating system accessibility options, used to equalize access for individuals with disabilities; the importance, benefits and frustrations of access technology; an overview of ergonomics as it relates to computer use, job design and individual work practices and habits; non-medical discussion of repetitive strain injuries; historical, current and future trends in the AT field in relation to education, employment and community participation; the importance of a client-centred approach and the need to foster independence; and the importance of working as part of a team. Sensitivity training, cultural barriers, “disability etiquette”, active listening skills, and resource location will also be discussed, as will “How to avoid technology abandonment”</p>
	<b>BSCI-1065</b>	<p><b>Assistive Technology: Physical Disabilities Level 1</b></p> <p>The Learner will explore the importance of a multi-disciplinary approach in the AT assessment process and will examine a wide range of physical conditions that commonly require the use of assistive devices. Learners will be introduced to concepts and procedures involved in the assistive technology assessment process. In addition to the main body of instruction, learners will have an opportunity to explore additional resources and engage with their peers in a series of discussion forums. Students will be asked to complete a research report and to moderate (or host) a week-long discussion with peers. Additional evaluation exercises include hands-on activities with assistive technology software, multiple choice quizzes and a final examination</p>
	<b>BSCI-1072</b>	<p><b>Assistive Technology: Specific Learning Disabilities Level 1</b></p> <p>Assistive technology has provided many excellent tools for students who require accommodation for specific learning disabilities (SLD). This course will provide the learner with an overview of specific learning disabilities and current compensatory and remedial software, including “scan and read” educational system software, voice-to-text, text readers, word prediction software, idea mapping, word processor capabilities, and a variety of other software that assists the student in the writing process and in organizing information. The role of peripherals such as headsets, microphones (USB and sound card), scanners and speakers will be discussed, as will electronic texts and selection of appropriate software.</p>
	<b>BSCI-1066</b>	<p><b>Disability, the Law and Community Resources</b></p> <p>The Charter of Rights and Freedoms, the Accessibility for Ontario Disabilities Act and local by-laws regarding disability issues will be</p>

		<p>reviewed, emphasis on equal access, researching current compliance, municipal and provincial policies issues surrounding assistive technology in the workplace, an overview of the Workplace Safety and Insurance Act and Occupational Health and Safety Act, funding sources for the access technology will be researched, as well as charitable foundations and community agencies with special emphasis on local resources. (This online course will ask participants from areas other than Ontario/Canada to research local laws/programs in their community.)</p>
	<b>BSCI-1070</b>	<p><b>Universal Internet Design</b></p> <p>This course will discuss and explore the design of web pages that are both visually appealing to all users as well as fully accessible to users with print or visual disabilities. Students will scrutinize, evaluate existing web pages, and explore accessible web design strategies and techniques with a particular focus on navigation, tables, frames, graphics, text readability, style sheets, clear language, and keyboard vs. mouse access. Accessibility standards as defined by Bobby, W3C, and QIAT will be reviewed and discussed. Also included is publishing web pages from MS Office software, interpreting basic HTML source code, ALT tags, text transcripts for audio clips, executing effective internet searches and Web page reader software. Web-based resources re: assistive technology and literacy will also be discussed, as will reviewing available freeware and shareware and their role in quality of life and educational activities.</p>
	<b>BSCI-1072</b>	<p><b>Assistive Technology Specific Learning Disabilities Level 2</b></p> <p>This course expands on the information that was taught in Specific Learning Disabilities Level 1. This course will provide the learner with in-depth knowledge of the widely-used compensatory and remedial devices and software programs available for reading and study features of some of the common “text to speech “programs on the market. The importance of the creation of a goal-oriented individualized learning plan and sources and effectiveness of functional shareware and freeware will be discussed. The integration of voice-to-text software into general MS Office applications, the Internet and e-mail will also be covered. The role of remedial vs. compensatory technology will be discussed, as well as the importance of the creation of a goal-oriented, individualized learning plan, support, comparative features of various options, and matching the learner to the software. An overview of portable devices will be presented. Excellent supplemental freeware and shareware resources for home use will also be discussed.</p>

	<b>BSCI-1068</b>	<b>Assistive Technology Physical Disabilities Level 2</b> This course explores specific topics from Level 1 in greater depth. The focus will be on access technology and how it relates to an individual's specific physical disability e.g. Cerebral Palsy, Multiple Sclerosis, Muscular Dystrophy, ABI (acquired brain injury), spinal injuries, etc. This course will also cover options for individuals working with clients who have intellectual disabilities. Learners will create customized keyboard layouts, individualize alternative keyboard and mouse settings, and customized standard keyboard and mouse settings. The importance of the needs of the individual and the necessity of encouragement to greater independence will be stressed. Different presentation styles of learning materials and alternate forms of communication will be discussed.
	<b>BSCI-1073</b>	<b>Practicum</b> This is a 30-hour placement with a community agency that utilizes assistive technology. (A combination placement with several community agencies to meet the time requirement for this practicum is acceptable.) Learners must be able to practice a variety of skills learned during the course. A comprehensive practicum report will be completed by the learner.
	<b>BSCI-3045</b>	<b>Accessibility Specialist Research Development</b> Students who select this option will choose one of several case studies which describe the issues faced by an individual with a disability. Utilizing the knowledge and experience they have gained throughout the program, they will write a substantial paper which displays a solid understanding of the problem and recommends solutions.

**Key Questions/perspectives in this Section that need to be addressed for APPS:**

1) What method(s) of delivery are you planning?

The Accessibility Specialist program will be fully online delivery for the entire theory portion of the practicum and an optional field placement.

2) Explain your deliberations regarding the use of alternative delivery.

Online delivery was recommended by the External Focus Group, to increase market area and potential growth opportunities of new student enrolments.

3) Explain the role experiential learning will play as part of the chosen curriculum.

The students will have the option to choose between a Research Development course and a 30 hour practicum. The external focus group members will support the experiential learning experience for the students, and provide valuable learning experiences.

4) What opportunities will there be for developing learning pathways?

Will investigate pathways where graduates from the Child and Youth Worker Diploma and Developmental Services Diploma, may receive some internal credits for the Accessibility Specialist Certificate. In researching this pathway, residency requirements will be evaluated.

5) Explain how research and innovation will be introduced into the curriculum.

The program consists of an elective Research Development course (BSCI-3045) whereby students will choose a research project.

6) Describe how you will comply with any regulatory or accreditation requirements

Not applicable

#### 4.0 Fit of Program

Score: \_\_\_\_/25

##### 4.01 Institutional Fit

a) How does the program fit with the College's institutional mandate, strategic plan and priorities?

Program would support enrolment growth, as the program is online and there will be no geographical limitations to registrations.

The program would fit the flexible learning option, as it will be fully developed for online learning, whereby the employed student can successfully complete this program at their own convenience while still meeting outlined course deadlines.

b) How does the program align with local, regional or provincial economic development activities and priorities?

The Accessibility industry is a growing field and a priority in Ontario. Since Accessibility is now legislated the external focus group indicated there would be a huge demand for this new program offering.

The strategy and planning data report projects there will be 171,152 expected job openings between 2011 and 2020 and expected that 154,893 job seekers will be

available to fill these job openings in Canada. Job openings will arise from strong employment growth as well as retirements.  
(see attached report)

***Consultation: Strategy & Planning, Review of Strategic Plan, Regional Development Plan***

4.02 Similarity of Program

a) How is the program similar to or different from existing programs at the College?

Program is unique to Fanshawe College, and it can be an alternative pathway for all graduates that will be working in this area. Graduates of a human services field may choose to complete this program, to enhance their resume.

b) What impact will this program have on existing programs at the College? Does the proposed program provide additional breadth to our offerings, or does it add specific disciplinary depth?

The Accessibility Specialist is a unique online program to Fanshawe College and will provide additional breadth to our current offerings. The addition of this program will build on to a multitude of other programs. The disciplinary depth of this program allows specialization that was not offered at Fanshawe College in the past.

c) Are there similar programs being offered provincially to the one being proposed? Nationally?

(Include location of programs and a brief description of these programs.)

Durham College offers, Accessibility Coordinator Certificate, MTCU code #4839

Program Description:

If you have the related skills or education, Accessibility Coordinator, the only program of its kind in Ontario, will give you the knowledge required to implement and maintain accessibility standards for organizations. Disabilities are multi-faceted and differ between individuals, therefore a wide range of accommodations are required to ensure equal access. In addition, recent legislation has made it mandatory that government and individual organizations develop their current policies and procedures to reduce accessibility barriers. With the importance of employing professionals with specialized skills and knowledge in accessibility expected to steadily increase, this program will allow you to gain expertise in equal access, structural accommodations and accessibility barriers in just eight months. The program consists of 13 courses, offered online.

Cambrian College offers, Applied Learning Disability Studies, MTCU code #70736

Program Description:

This program will provide the necessary framework for individuals interested in acquiring the skills and training required to take on the role of educator for students with learning disabilities. This program has two streams, enabling course participants to specialize in either the Learning Strategies (LSLD) or the Assistive

Technologies (ATLD) stream. Program consists of 10 courses, which are delivered part-time online.

Cambrian and Durham have a higher tuition rate per course than Fanshawe College.

What makes this program unique from existing programs that are similar?

There are no similar programs in existence at Fanshawe College and no other programs are offered west of Toronto. This certificate is a Local College certificate as it's development will meet local community employment demands.

***Consultation: CAE, Strategy & Planning***

**4.03 Pathways between Proposed Program and Other Post-Secondary Programs**

- a) Indicate what program pathways (e.g., articulations/transfers) are anticipated or under negotiation between this program and other post-secondary programs (internal and external)?

A pathway will be investigated with the CYW and DSW diploma programs, for the graduates of these programs to feed into the Accessibility Specialist Certificate.

***Consultation: CAE***

**Key Questions/perspectives in this Section that need to be addressed for APPS:**

- 1) Please identify any new partnerships that are part of this opportunity.

Partnership with ATN Access for Persons with Disabilities.

- 2) What, if any, alliances are possible to reduce costs, increase speed to market and increase market coverage?

To increase market coverage the program will be launched as fully online. Fanshawe College's partnership with ATN Access for Persons with Disabilities will decrease software and curriculum development costs.

- 3) What would be the competitive advantage of the program? (in your response, please include profiles of key competitors such as other colleges, universities, private institutions). How do they differentiate themselves?

The proposed program will offer a unique Partnership with ATN, and an elective choice of a practicum or an online research project.

**5.0 Demand for Program**

**Score: \_\_\_\_/25**

**5.01 Student Demand (*from Stage Gate I – may be enhanced from research*)**



- a) Provide evidence of student demand (include how strength of demand has been assessed and data sources, including OCAS, used to assess demand).

The external focus group supported that the development of this program is needed, and ATN Access for Persons with Disabilities has indicated there is a demand for this program.

The strategy and planning data report projects there will be 171,152 expected job openings between 2011 and 2020 and expected that 154,893 job seekers will be available to fill these job openings in Canada. Job openings will arise from strong employment growth as well as retirements.

- b) Indicate which student populations are most likely to be attracted to the program. Include assessment of whether this program will draw students away from existing college programs or be complementary to existing programs.

Individuals working in human resources, special education/resource teachers, early childhood educators, physiotherapists, occupational therapists, Personal Support Workers, Developmental Service Workers, Social Workers, Adult Educators, Learning Disability Specialists, Managers, and Job coaches.

***Consultation: Registrar's Office, Recruitment, International, Strategy & Planning***

**5.02 Employment Demand (*from Stage Gate I – may be enhanced from research*)**

- a) Provide evidence of demand for this type of graduate from industry. Include trend data, feedback from and support of the College/Program Advisory Committee, and other data sources. Provide evidence of industry support for this program (Letters of support are ideal)

Three job posting are included in this document, which illustrate a need for this program. The job postings are not specific to an Accessibility Specialist, although the posting recommends that the individual have a knowledge of accessibilities. A graduate of the Accessibility Specialist Certificate would have an advantage for these job openings as opposed to an individual that has no educational background in accessibilities.

**Key Questions/perspectives in this Section that need to be addressed for APPS:**

- 1) Please identify your student target (Persona – Internal or External) and both quantify and qualify their needs.

Students targeted are non-direct entry and are those individuals who are working in the accessibilities area, or would like to move into this area of employment. Online registration will provide a larger geographical catchment area and potential international registrations.

This program will also focus on graduates of the CYW and DSW programs as it will enhance their existing education and provide additional employment opportunities.

2) How will this program help achieve the College's enrolment growth strategy?

This program will increase the enrolment growth for CE/Fanshawe College, for example if 10 students enroll into 7 mandatory courses, Continuing Education will generate another 70 enrolments.

3) What strategic benefit will this program provide?

Since the program is fully online, it will also meet the strategy of flexible learning options for students. Online learning will remove the geographical barriers to registrations, and students may enroll from across the Country and a new potential for international enrolments.

The program is unique to the College, providing a new enrolment growth opportunity.

4) How will this program meet the College mandate objective to "meet the needs of our various communities for educated and trained workers/citizens?"

Grow student enrolment, meet the regional economic growth plan, and educate students in a local sector that is currently not being offered at the college. Industry experts in our panel have indicated a need for this certificate.

## 6.0 Feasibility of Program

Score: \_\_\_\_/25

### 6.01 Physical Resources

- a) **Technology requirements** - include capital equipment required for start-up and full implementation of the program; type of equipment and infrastructure enhancements needed to operationalize the equipment (electrical upgrade, water, eye wash station, fume hood, etc.) and results of consultations and discussions regarding technology requirements.

The technology requirements will be FanshaweOnline for each course offering.

**Consultation: Faculty, Chair, Program/Ops Manager, HS&S, Facilities Management**

- b) **Space requirements** - include special space requirements such as lab or designated space; required renovations or installations; and results of consultations and discussions regarding space requirements and location of program.

Program is fully online, students will not be on campus.

***Consultation: Facilities Management, Timetabling/Scheduling***

- c) **Computing requirements** - include hardware and software required for start-up and full implementation of the program; cost of hardware/software and results of consultations and discussions regarding technology requirements.

There are no additional costs for hardware or software as students will be registered through FanshaweOnline.

***Consultation: Information Technology Services.***

**Key Questions/perspectives in this Sub-Section that need to be addressed for APPS:**

- 1) Please estimate the amount of capital investment required to implement this program that is beyond your existing capital allotment. If this exceeds \$1.5 Million, also indicate if you have identified the source of these funds.

Not applicable as the start up costs of this program is very minimal.

- 2) Identify size, type and attributes of classroom and/or dedicated labs

Not applicable, as program will be mostly virtual, there will be no requirements associated with a classroom.

- 3) Identify special lab amenities/attributes (functional requirements noted in 6.01a that impact 6.01b)

Not applicable

- 4) Will the program require additional space (offices, dedicated academic space, etc.)?  
Not applicable

Not Applicable

- 5) What are the implications for existing IT architecture given program size, delivery format and computing requirements?

Not applicable

- 6) What are the software requirements (include Connect and program fees)?

Not applicable

- 7) What are the software licensing fees (one time and annual)?

ATN Access for Persons With Disabilities will assist with providing software needs.

8) Is there a requirement to purchase enabling technologies (clickers, smart boards, etc.)?

Not applicable

9) Can the proposed hardware and software run on the College's networks?

Yes, students will use FanshaweOnline to log into their course site.

10) What are the on-line registration, e-learning and FOL requirements?

Online registration , e-learning and FOL requirements would be similar to the other Health Sciences and Human Services program offerings through Continuing Education.

The Fanshaweonline technician in Continuing Education, would have an increase in course build by approximately 2-3 courses per semester.

11) Are there specific IT staff support needs for the program?

Students of the program may access the IT Helpdesk for issues that may arise with course web access.

#### 6.02 Learning Resources

a) Include collections and/or on-line resources required.

At this time online collections and resources are being researched.

**Consultation: Library.**

#### 6.03 Human Resources

a) Include staffing plan for program, up to and including full implementation.

**Consultation: Human Resources, OD&L, other Schools.**

#### **Key Questions/perspectives in this Sub-Section that need to be addressed for APPS:**

1) Estimate the staffing requirements that are above your existing HR complement.

None

2) Would there be any changes to your current staffing arrangements in order to implement this new program?

If needed, Continuing Education will recruit part-time faculty for this program.

3) Would there be any additional training needs?

Part-time faculty will be registering in the Faculty Orientation weekend and any of the workshops available through Organizational Development and Learning that will prepare the instructors to teach online.

6.04 Student Services/Learning Experiences

a) Connections to Centre for Academic Excellence (CAE)

Meeting with CAE throughout the New Program Development Process.

b) Connections to Continuing Education.

Program is a Continuing Education program.

c) Connections to International Education.

Continuing Education offers courses to International students; a new section with international rates is easily accommodated.

d) Connections to Centre for Research and Innovation.

Accessibility Specialist Certificate will have a Research Course as an elective.

e) Other Learner / Student Success Services as required.

Continuing Education students have access to the Accessibility centre, financial aid, CE bursaries and the Registrar's office.

***Consultation: as listed above, expand if required for your program proposal***

6.05 Marketing Plan

a) Outline marketing strategies that will assist in reaching the appropriate student populations for this program.

This program will be part of the internal/external CE marketing plan.

***Consultation: Reputation and Brand Management.***

6.06 Multi-Year Enrolment Projections (Headcount)

***Consultation: Registrar's Office.***

\*\*  
These  
numbers

	2014/15	2015/16	2016/17	2017/18	Ongoing
Year One	10	10	10	10	10
Year Two					
Year Three					
Year Four					
Number of Graduates			15	20	10
Total Enrolment	10	20	30	40	50

bers may grow due to the labour market demands and needs of Ontarians.

#### 6.07 Budget for Program - (multi-year)

- a) Complete **Appendix G: Multi-Year Budget Projections with NPV Consultation: Financial Planning.**

<b>Program Name</b>	Accessibility Specialist											
<b>Program type</b>	Certificate - CE PT funded											
		<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>	<b>Year 7</b>	<b>Year 8</b>	<b>Year 9</b>	<b>Year 10</b>	<b>Total</b>
<b>Incremental revenues</b>												
Grants:	Notes											
Accessibility Specialist	1	n/a	9,788	23,381	27,731	27,731	27,731	27,731	27,731	27,731	27,731	227,288
Tuition:												
Accessibility Specialist	2,3,4	6,750	16,125	19,125	19,125	19,125	19,125	19,125	19,125	19,125	19,125	175,875
Program Specific fee **	5	0	0	0	0	0	0	0	0	0	0	0
Other associated revenue		0	0	0	0	0	0	0	0	0	0	0
sub-total		6,750	25,913	42,506	46,856	46,856	46,856	46,856	46,856	46,856	46,856	403,163
<b>Incremental expenses</b>												
Indirect salaries:												
Admin/Support staff		0	0	0	0	0	0	0	0	0	0	0
Teaching salaries:												
Full time - number required		0	0	0	0	0	0	0	0	0	0	
- cost @	\$129,061	0	0	0	0	0	0	0	0	0	0	0
Part time - hours per week req'd		6	13	13	13	13	13	13	13	13	13	
- cost @	see below	12,794	22,169	22,169	22,169	22,169	22,169	22,169	22,169	22,169	22,169	212,315
One time costs - facilities		0										0
fitup/equipment		0										0
		0	0	0	0	0	0	0	0	0	0	0
Operating expenses		0	0	0	0	0	0	0	0	0	0	0
Capital expenses												0
sub-total		12,794	22,169	22,169	22,169	22,169	22,169	22,169	22,169	22,169	22,169	212,315
incremental cash inflows		-6,044	3,744	20,337	24,687	24,687	24,687	24,687	24,687	24,687	24,687	190,848
	CTO%		14%	48%	53%	53%	53%	53%	53%	53%	53%	
	Net present value @	8%	\$115,790									





	Domestic	Int'l										
level 1	375.00	0.00										
level 2	375.00	0.00										
level 3	375.00	0.00										
level 4	375.00	0.00										
Grant values												
	Domestic	Int'l										
level 1	543.75	0.00										
level 2	543.75	0.00										
level 3	543.75	0.00										
level 4	543.75	0.00										
			<b>YEAR 2</b>									
Enrolment table	Program name											
	Domestic	Int'l										
level 1 - Fall	<a href="#">15</a>	0	15									
level 2 - Winter	<a href="#">12</a>	0	12									
level 3	<a href="#">8</a>	0	8									
level 4	<a href="#">8</a>	0	8									
	43	0	43									
Tuition rates												
	Domestic	Int'l										
level 1	375.00	0.00										
level 2	375.00	0.00										
level 3	375.00	0.00										
level 4	375.00	0.00										
Grant values												
	Domestic	Int'l										
level 1	543.75	0.00										
level 2	543.75	0.00										
level 3	543.75	0.00										
level 4	543.75	0.00										
			<b>YEAR 3</b>									
Enrolment table	Program name											
	Domestic	Int'l										
level 1 - Fall	<a href="#">15</a>	0	15									
level 2 - Winter	<a href="#">12</a>	0	12									

level 3	<a href="#">12</a>	0	12									
level 4	<a href="#">12</a>	0	12									
	51	0	51									
Tuition rates												
	Domestic	Int'l										
level 1	375.00	0.00										
level 2	375.00	0.00										
level 3	375.00	0.00										
level 4	375.00	0.00										
Grant values												
	Domestic	Int'l										
level 1	543.75	0.00										
level 2	543.75	0.00										
level 3	543.75	0.00										
level 4	543.75	0.00										
			<b>YEAR 4</b>									
Enrolment table	Program name											
	Domestic	Int'l										
level 1 - Fall	<a href="#">15</a>	0	15									
level 2 - Winter	<a href="#">12</a>	0	12									
level 3	<a href="#">12</a>	0	12									
level 4	<a href="#">12</a>	0	12									
	51	0	51									
Tuition rates												
	Domestic	Int'l										
level 1	375.00	0.00										
level 2	375.00	0.00										
level 3	375.00	0.00										
level 4	375.00	0.00										
Grant values												
	Domestic	Int'l										
level 1	543.75	0.00										
level 2	543.75	0.00										
level 3	543.75	0.00										
level 4	543.75	0.00										

**Key Questions/perspectives in this Sub-Section that need to be addressed for APPS:**

- 1) Please quantify any estimated spending requirements that are above your existing budget.

Spending requirements for this program are minimal; it would include support staff time for recruiting instructors, administration of the program and advertising/marketing of the program.

- 2) Please outline any budgetary assumptions

As per the Multi-Year Projections, this program will net a present value of \$115,790.

This program will be an income earner and the enrolment numbers will grow as per the need in the community.

- 3) What was the outcome of your funding calculations?

The outcome from the funding calculations is a positive net present value, as Continuing Education is able to offer courses that yield positive revenue. The registration process for courses is course based, therefore enabling CE to calculate revenue per course, and determining if the courses should be offered or postponed to the new semester depending on student enrolment.

**6.08 Tuition Fees**

***Consultation: Registrar's Office, Financial Planning.***

- Proposed annual tuition fee: \$\_\_\_\_ fees are per course \$209.50 to 296.50\_\_\_\_\_

- Fees: Regular Yes ☒X\_\_\_ No \_\_\_\_\_

Deregulated Yes \_\_\_\_\_ No ☒X\_\_\_

- What are other colleges charging for similar programs?

Fanshawe's tuition rate is less, as our funding per hour rate is less than any of the other Ontario Community Colleges. The other Colleges are charging higher tuition amounts.

**6.09 Start Up Costs**

- a) What startup costs are anticipated for this program, such as one time marketing costs, capital requirements and new lab and/or equipment (connect to 6.01a-c)?  
From where are these funds being drawn?

Start up costs are minimal for this program, as it is a partnership with ATN Access for Persons with Disabilities.

6.10 Allocation of Resources

- a) Are there alternative sources of funding for this program (e.g., is a program being cancelled)?

Not applicable

**7.0 Consultation Report**

Include results of all appropriate consultations regarding development and/or implementation of this program on ***Appendix H: Form 1 Internal Stakeholder Consultation Report and Form 2 Contact List for Consultation Report***

Submitted by:

Date:

\_\_\_\_\_  
Signature of Dean

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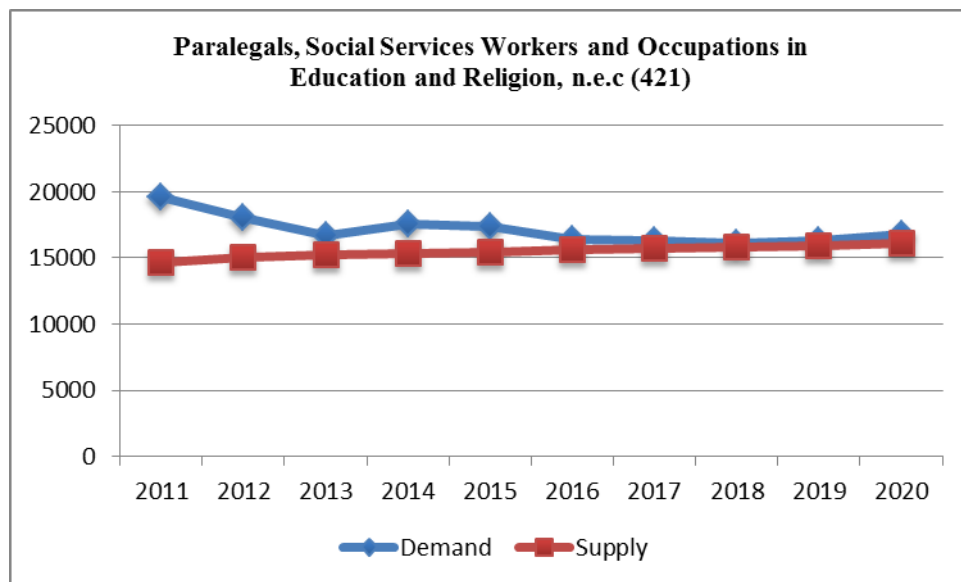
Proposed Program<sup>ii</sup>:  
Learning Disability Specialist

Occupation and NOC Levels:  
Paralegals, Social Services Workers and Occupations in Education and Religion, n.e.c. (421)

Relevant Occupations in this Group and NOC Code(s):  
Instructors and Teachers of Persons with Disabilities (4215)<sup>ii</sup>

National Level

According to the Canadian Occupational Projection System (COPS), for this occupational group (i.e., Paralegals, Social Services Workers and Occupations in Education and Religion, n.e.c.) job openings are expected to total **171,152** between 2011 and 2020. It is also expected that **154,893** job seekers will be available to fill these job openings in Canada (see figure below).

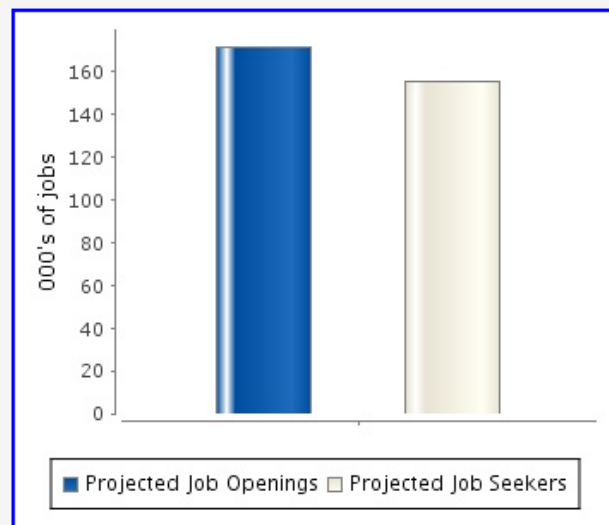


Based on projections and considering that labour supply and demand in this occupation were balanced, it is expected that the number of job seekers will remain sufficient to fill the job openings over the 2011-2020 period. The annual difference between supply and demand is very small, representing only 0.4% of employment in 2010. Job openings will arise from strong employment growth as well as retirements. Expansion demand will be above the average, given the major needs in the social services sector and the increased demand for daycare service workers as a result of the recent increase in births. While the number of retirements will be high, the retirement rate will be slightly lower than the average as workers in this occupation are generally younger. In terms of supply, the majority of job seekers over the projection period will come from the school system. Immigrants will also represent an appreciable source of job seekers. However, a large number of workers will leave this occupation for others, in particular, to become social workers (NOC 415), which will create additional replacement needs in this occupation. In fact, this occupation accepts many graduates who have a university diploma, but are unable to find a job related to their field of study.

**This Chart contains data for Projection of Job Openings vs. Job Seekers for Canada. Information is available in the following tables.**

Category	Openings	%
Expansion Demand	77,553	45%
Retirements	73,424	43%
Other Replacement Demand	10,878	6%
Emigration	9,296	5%
Projected Job Openings	171,152	100%

Category	Seekers	%
School Leavers	137,222	89%
Immigration	19,107	12%
Other	-1,436	-1%
Projected Job Seekers	154,893	100%



[ Source: Canadian Occupational Projection System (COPS) ]

#### Provincial Level (Ontario)

No labor market information was provided for this occupation in Ontario.

#### Regional Level (London)

No labor market information was provided for this occupation in London.

#### APPLICATIONS BY CATCHMENT AREA

	CAMBRIAN				
	2009	2010	2011	2012	2013
ALGO					1
CAMB					2
CANA					3
CENT					0
CONF					0
CONS					0
DURH					1
FANS					0
GBTC					1
GEOR					1
HUMB					0
LAMB					0
LOYT					0
MOHA					0
NIAG					2

NORT					1
SAUL					1
SENE					1
SHER					1
SLAW					1
SSFL					0
STCL					0
UNKN					1
OUTSIDE ONT					1
	0	0	0	0	18

#### ENROLMENT BY CATCHMENT AREA

	CAMBRIAN				
	2009	2010	2011	2012	2013
ALGO					
CAMB					
CANA					
CENT					
CONF					
CONS					
DURH					
FANS					
GBTC					
GEOR					
HUMB					
LAMB					
LOYT					
MOHA					
NIAG					
NORT					
SAUL					
SENE					
SHER					
SLAW					
SSFL					
STCL					
UNKN					
OUTSIDE ONT					
	0	0	0	0	0

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Program Proposal:

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## 1. Program Proposal

## 1.1 Overview

Program Rationale:

The program advisory committee indicated there was a need for an Accessibility Specialist Certificate. Such a credential would assist support workers, educators and others to better assist individuals with disabilities in a variety of settings. No similar program exists in Southwestern Ontario.

Credential:      ☐ Declaration of Academic Achievement  
                      ☒ Local Board Approved Certificate  
                      ☐ Ontario College Certificate  
                      ☐ Apprenticeship  
                      ☐ Post-Graduate Certificate

Duration of Program: 7 Courses                      375 Total Hours

Teaching / Learning Format: 0 % F2F 10 % Blended 90 % Online

Total Hours: 300 hours

Proposed Commencement Date: Winter 2014

### Admission Requirements:

- Mature student status or OSSD diploma
- Basic knowledge of computers including Microsoft Word/Windows

### Career Opportunities:

Individuals working, or wishing to work, in the following fields could benefit from acquiring this credential:

- Special Education / Resource Teachers
- Special Education Teacher Assistants
- Early Childhood Educators
- Early Childhood Education Assistants
- Physiotherapists
- Occupational Therapists
- Rehabilitation Specialists
- Personal Support Workers
- Developmental Service Workers
- Social Workers
- Adult Educators
- Literacy and Basic Skills Teachers / Instructors
- Learning Disability Specialists
- Parents

- 
- Acquired Brain Injury Specialists
  - HR, managers, job coaches

## **1.2 Program Objectives**

Upon completion of the Accessibility Certificate Program, students will be familiar with information, resources, and tools that can assist them to improve day-to-day accessibility for clients, students, workers, family, and others. Successful graduates will be able to:

- 1 Identify stratified functional limitations related to vision, hearing, mobility, and cognitive related impairments
- 2 Recognize and discuss barriers for blind/vision impaired; deaf/hearing impaired
- 3 Demonstrate a basic understanding of various types of physical disabilities and learning disabilities/challenges
- 4 Define assistive technology, list examples, and describe the function of assistive technology applications for employment, education, and quality of life activities, including ergonomic considerations, computer access, and software for persons with special physical needs, learning difficulties and learning disabilities
- 5 Utilize previous learning and hands-on knowledge to stimulate positive changes in the home school, workplace or community in order to meet the needs of persons with disabilities
- 6 Describe impact and practical benefits of assistive technology in the lives of persons with disabilities and describe barriers to assistive technology
- 7 Explain the basic legal obligations of the governments, educational institutions and employers related to providing assistive technology devices and services as outlined in current legislation
- 8 Find and complete applications and forms relating to community and government agencies and programs such as the Ontario Ministry of Health's Assistive Devices Program
- 9 Recognize new electronic devices and technology that can assist with activities of daily living for clients/workers/students/family
- 10 Explain, express, and implement a commitment to a client-centred approach in assessment and training, and the need to foster client/student/worker independence

## **1.3 Program Description**

Assistive and augmentative technologies have great potential to enhance the quality of life for persons with disabilities, no matter the age, nature, or source of the disability. The *Accessibility Specialist Certificate Program* will provide additional professional credentials for individuals already working in the field of access technology or special education. For individuals thinking about entering this exciting area, it will provide a solid foundation for working within the fast-growing access technology field.

The Accessibility Specialist Certificate Program consists of five mandatory modules, and 4 electives including 1 practicum. Physical disabilities as well as learning disabilities will be discussed with assistive technologies being suggested for accommodations in school, at home and in the workplace. One of the mandatory courses will cover the current laws in place for individuals with barriers and it will provide the opportunity for the student to research these laws and be aware of what resources are available.

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### ***1.5 Proposed Courses, General Objectives & Length:***

**There are 5 mandatory courses with one elective and one practicum course:**

BSCI-1064	Assistive Technology Fundamentals	45 hours
BSCI-1065	Assistive Technology: Physical Disabilities Level 1	45 hours
BSCI-1072	Assistive Technology: Specific Learning Disabilities Level	45 hours
BSCI-1066	Disability, the Law and Community Resources	45 hours
BSCI-1070	Universal Internet Design	45 hours

#### **Area of Specialization (Choose either):**

BSCI-1072	Assistive Technology Specific Learning Disabilities Level 2	45 hours
OR		
BSCI-1068	Assistive Technology: Physical Disabilities Level 2	45 hours

Choose one of the Following:

BSCI-1073	Practicum	30 hours
BSCI-3045	Accessibility Specialist Research Development	30 hours
Total program hours:		375 hours

### ***1.6 Physical Resources Required:***

College Provided:      No X

The program will require that all students have access to a computer, the internet and a printer.

### ***1.7 Funding Sources:***

Tuition & Grant

Tuition Fee: \$204.70 – \$289.30/course

### ***1.8 Names and Capacities of Advisory Committee Members:***

Vicky Mayer, ATN  
Jeanne McLaws, ATN  
Fred Stam, Intelligent Access Microware  
Robert Floyd, TD Canada Trust  
Bruce Cassons, WDK Solutions  
Cathy Grondin, Employment Services Elgin  
Joe Proctor, WIL  
Roger Reid , Thames Valley District School Board  
Margo Clinker , St.Joseph's Health Centre  
Anne Langille, WIL  
Alen Kool , Auantum  
Steven Glickman , LEDC  
Chris Murphy, London Transit  
Wendy Lau – Lead Services

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## List of Appendices

- Appendix A: Program Advisory Minutes
- Appendix B: Course Descriptions & Learning Outcomes

### **Appendix A: Program Advisory Meeting Minutes** **Disability Management Specialist Meeting**

January 14, 2011

**A1031-Continuing  
Education**

#### Attendees:

Bruce Casson – WDK Solutions	Vicki Mayer – ATN
Fred Stam – Intelligent Access Microware	Robert Floyd- IT Specialist TD
Steve Glickman- London Economic Corp	Jeanne McLaws – ATN
Cathy Grondin – Employment Services Elgin	Anabela Ferreira – Fanshawe College
Tom Pickard – Fanshawe College	

#### New Program Process:

- Tom outlined the new program process at the College
- Recommendations are forwarded to the CE advisory committee
- Then to the board of governs for final approval
- Programs are reviewed every 5-7 years

#### Name of the program:

- Discussed changing the name from Assistive Technology Certificate to Accessibility Specialist Certificate

#### Discussed the need for the program in the community:

- community members in attendance felt there was a great need in the community for a Accessibility specialist program
- committee mentioned that this program would enhance the employment standards in this area and it will result in a need for more experts in the workplace
- 

#### Delivery Method of Disability Specialist:

- delivery would be through Fanshawe Online and Ontario Learn to capture a greater target audience
- ATN is working on moving all of the courses to the online environment

- 
- PLAR – Prior Learning Assessment was discussed and that students were able to have an opportunity to have PLAR credits for past experience
  - 25% residency requirement was discussed
  - Sequence of the courses was discussed, Assistive Fundamentals is the pre-requisite course for all the other courses in the certificate

Admission Requirements to the program:

- Mature student or OSSD graduate

Future Potential

- Develop a second program stream called “Disability Management Technician”

**Accessibility Specialist Certificate**

Meeting minutes

**April 3, 2013**

**A1031-Continuing Education**

Meeting #2

Attendees:

Vicky Mayer, ATN  
Jeanne McLaws, ATN  
Fred Stam, Intelligent Access Microware  
Robert Floyd, TD Canada Trust  
Bruce Cassons, WDK Solutions  
Cathy Grondin, Employment Services Elgin  
Roger Reid , Thames Valley District School Board  
Margo Clinker , St.Joseph's Health Centre  
Alen Kool , Auantum  
Steven Glickman , LEDC  
Chris Murphy, London Transit

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Tom Pickard, Fanshawe College  
Bruce Smith, Fanshawe College  
Anabela Ferreira, Fanshawe College

Meeting Minutes:

Tom welcomed everyone and reviewed the new program development process

Attendees went through the draft new program proposal and made the following changes:

- Update to the admission requirements see below
- Careers opportunities to include; rehab therapists, acquired brain injury supports, job coaches, managers, human resources, Personal support workers
- Assistive technology fundamentals to include software installation drivers in the content
- New course to be added into the program called "Accessibility Specialist Research Development" as a second stream and students can register for this course or complete the practicum field placement
- New course to be developed by Vicki and to be then initiated by Anabela

Program Learning Outcomes:

Upon completion of the Accessibility Certificate Program, students will be familiar with information, resources, and tools that can assist them to improve day-to-day accessibility for clients, students, workers, family, and others. Successful graduates will be able to:

- 11 Identify stratified functional limitations related to vision, hearing, mobility, and cognitive related impairments
  - 12 Recognize and discuss barriers for blind/vision impaired; deaf/hearing impaired
  - 13 Demonstrate and explain an understanding of various types of physical disabilities and learning disabilities/challenges
  - 14 Define assistive technology, list examples, and describe the function of assistive technology applications for employment, education, and quality of life activities, including ergonomic considerations, computer access, and software for persons with special physical needs, learning difficulties and learning disabilities
  - 15 Utilize previous learning and hands-on knowledge to stimulate positive changes in the home school, workplace or community in order to meet the needs of persons with disabilities
  - 16 Describe the impact and practical benefits of assistive technology in the lives of persons with disabilities and describe barriers to assistive technology
  - 17 Explain the basic legal obligations of government, educational institutions and employers related to providing assistive technology devices and services as outlined in current legislation
  - 18 Find and complete applications and forms relating to community and government agencies and programs such as the Ontario Ministry of Health's Assistive Devices Program
  - 19 Recognize new electronic devices and technology that can assist with activities of daily living for clients/workers/students/family
  - 20 Explain and implement a commitment to a client-centered approach in assessment and training, and the need to foster client/student/worker independence
- Program learning outcomes were developed by ATN access for Persons with disabilities and all panel members agreed with them

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#### New Program Process:

- Tom outlined the new program process at the College
- Recommendations are forwarded to the CE advisory committee
- Then to the board of governors for final approval
- Programs are reviewed every 5-7 years

#### Name of the program:

- Discussed the name of the program a second time and it was general consensus to remain with the name Accessibility Specialist Certificate

#### Discussed the need for the program in the community:

- community members in attendance felt there was a great need in the community for a disability management specialist program
- committee mentioned that this program would enhance the employment standards in this area and it will result in a need for more experts in the workplace
- program would assist companies on meeting the new accessibility laws

#### Delivery Method of Disability Specialist:

- Discussed a second time, and online delivery would ensure the highest enrollment and to offer the courses through Fanshaweonline and Ontario Learn to capture a larger market share

#### Experiential Learning:

- External focus group attendees indicated that they would provide an experiential learning experience for the student, a 50 hour practicum was discussed

#### Admission Requirements to the program:

- Mature student or OSSD graduate
- To be added in to the program proposal; a basic knowledge of computers and word/windows

#### Future Potential

- Develop a second program stream called "Disability Management Technician"

### **Appendix B: Course Descriptions and Learning Outcomes**

#### **Accessibility Specialist Certificate Course: Program Structure**

M – Mandatory                      S – Specialization

M      Assistive Technology Fundamentals

M      Assistive Technology: Physical Disability Level 1

S      Assistive Technology: Physical Disabilities Level 2

M      Disability: The Law, Community Resources and Funding

M      Assistive Technology: Specific Learning Disabilities Level 1

S      Assistive Technology: Specific Learning Disabilities Level 2

M      Universal Internet Access

M      Practicum in Area of Specialization

(Students choose an area of specialization, either: Assistive Technology: Physical Disabilities Level 2 or Assistive Technology: Specific Learning Disabilities Level 2.)

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## **Mandatory Courses:**

### **Assistive Technology Fundamentals (45 hours)**

This course is designed to provide the learner with a basic knowledge of assistive technology and explores potential students' technological and learning needs in order to facilitate the role of assistive devices in the development of individual learning plans. Topics include: an overview of assistive technology, including operating system accessibility options, used to equalize access for individuals with disabilities; the importance, benefits and frustrations of access technology; an overview of ergonomics as it relates to computer use, job design and individual work practices and habits; non-medical discussion of repetitive strain injuries; historical, current and future trends in the AT field in relation to education, employment and community participation; the importance of a client-centered approach and the need to foster independence; and the importance of working as part of a team. Sensitivity training, cultural barriers, "disability etiquette", active listening skills, and resource location will also be discussed, as will "How to avoid technology abandonment."

#### **Learning outcomes:**

Given research, discussions, practice and feedback, the Learner will:

- Define assistive technology, list examples and describe the function of assistive technology applications for employment, education, and quality of life activities, including ergonomic considerations, computer access, and software for persons with special physical needs, learning difficulties and learning disabilities
- Identify stratified functional limitations related to vision, hearing, mobility, and cognitive related impairments;
- Demonstrate sensitivity in terms of language, behaviour and cultural awareness
- Describe impact and practical benefits of assistive technology in the lives of persons with disabilities and describe barriers to assistive technology;
- Explain and demonstrate how built-in accessibility features in commonly used software, including the Internet, can be activated and used to promote access and inclusion
- Explain and express a commitment to a client-centered approach in assessment and training, and the need to foster client-independence;
- Describe the importance of working as part of a collaborative team and implement teamwork skills;
- Describe and discuss the HAAT model.

### **Physical Disabilities Level 1 (45 hours)**

The Learner will explore the importance of a multi-disciplinary approach in the AT assessment process and will examine a wide range of physical conditions that commonly require the use of assistive devices. Learners will be introduced to concepts and procedures involved in the assistive technology assessment process. In addition to the main body of instruction, learners will have an opportunity to explore additional resources and engage with their peers in a series of discussion forums. Students will be asked to complete a research report and to moderate (or host) a week-



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long discussion with peers. Additional evaluation exercises include hands-on activities with assistive technology software, multiple choice quizzes and a final examination.

Learning outcomes:

- Describe the evolution notion of "disability"
- Demonstrate a basic understanding of Universal Design
- Identify the steps involved in the AT assessment process and the principles that underpin it
- Demonstrate a basic understanding of the following AT assessment models: HIA, HETI, SETT and WATI
- Demonstrate a basic understanding of various types of physical disabilities
- Identify assistive technologies for daily living, work and productive life
- Identify various types of control interfaces, including alternative keyboards, joysticks, mice and switches
- Demonstrate a basic understanding of ergonomics and correctly set up a workstation
- Locate accessibility features contained in computer operating systems
- Differentiate between blindness and low vision and gain a basic understanding of Braille, refreshable Braille and CCTV
- Differentiate between deafness and hard of hearing and gain a basic understanding of TTY and Bell relay devices
- Differentiate between screen readers and OCR programs
- Gain a basic understanding of how software such as *JAWS*, *WindowEyes*, *NVDA*, *OpenBook*, *FineReader*, plus tablet applications
- Develop hands-on experience by surfing the Internet using *JAWS* software
- Differentiate between mobility aids for augmentative and restorative purposes

**Specific Learning Disabilities Level 1 (45 hours)**

Assistive technology has provided many excellent tools for students who require accommodation for specific learning disabilities (SLD). This hands-on course will provide the learner with an overview of specific learning disabilities and current compensatory and remedial software, including "scan and read" educational system software, voice-to-text, text readers, word prediction software, idea mapping, word processor capabilities, and a variety of other software that assists the student in the writing process and in organizing information. The role of peripherals such as headsets, microphones (USB and sound card), scanners and speakers will be discussed, as will electronic texts and selection of appropriate software.

Learning Outcomes:

Given lecture, research, demonstration, discussion, hands-on practice and feedback, the Learner will:

- Describe specific learning disability categories in general lay terms
- List assistive technology options for clients with specific learning disabilities
- Demonstrate basic operating knowledge of assistive technology hardware, including scanners, USB connections, microphones and speakers

- 
- Attach, remove, and interchange peripheral devices (scanner, microphone (USB and sound card interface), speakers) following proper protocols for the operating system;
  - Operate assistive technology software (including scan and read, text readers, word prediction, organizational, voice recognition) at a basic level across a variety of software programs and the Internet
  - Demonstrate a basic knowledge of word processing software accessibility features for learning disabilities, including macro creation, auto-correction, auto text entries, spell check, grammar check
  - Identify sources of electronic texts
  - Problem-solve case studies

### **Disability, the Law and Community Resources (45 hours)**

The Charter of Rights and Freedoms, the Accessibility for Ontario Disabilities Act and local by-laws regarding disability issues will be reviewed, emphasis on equal access, researching current compliance, municipal and provincial policies issues surrounding assistive technology in the workplace, an overview of the Workplace Safety and Insurance Act and Occupational Health and Safety Act, funding sources for the access technology will be researched, charitable foundations and community agencies with special emphasis on local resources. (This online course will ask participants from areas other than Ontario/Canada to research local laws/programs in their community.)

#### **Learning Outcomes:**

Upon successful completion of this course, the student will be able to:

- Explain legal obligations of the governments, educational institutions and employers related to providing assistive technology devices and services as outlined in current legislation
- Describe the function of WSIB, the services provided, and its mandate and limitations
- Identify funding sources for assistive technology, and explain types of assistive technology devices and services provided, including ADP (Employment supports), and WSIB
- Complete applications and forms relating to community and government agencies and programs such as the Assistive Devices Program
- Locate local, national and international resources related to assistive technology, injured workers and persons with disabilities

### **Universal Internet Design (45 hours)**

This course will discuss and explore the design of web pages that are both visually appealing to all users as well as fully accessible to users with print or visual disabilities. Students will scrutinize, evaluate existing web pages, and explore accessible web design strategies and techniques with a particular focus on navigation, tables, frames, graphics, text readability, style sheets, clear language, and keyboard vs. mouse access. Accessibility standards as defined by Bobby, W3C, and QIAT will be reviewed and discussed. Also included is publishing web pages from MS Office software, interpreting basic HTML source code, ALT tags, text transcripts for audio clips, executing

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effective internet searches and Web page reader software. Web-based resources re: assistive technology and literacy will also be discussed, as will reviewing available freeware and shareware and their role in quality of life and educational activities.

**Learning outcomes:**

- To understand the differences between accessible web pages and inaccessible web pages
- To explore programs that will “test” web pages for accessibility
- To navigate web pages with assistive technology for visually impaired
- To understand and troubleshoot the differences in the Windows’ various platforms and how they impact the operating system and compatibility with software programs
- To develop an accessible web page with design in mind for those with impairments
- To learn and understand basic html code
- Be able to demonstrate specific search strategies

**Area of Specialization:**

**Physical Disabilities Level 2 (45 hours)**

This course explores specific topics from Level 1 in greater depth. The focus will be on access technology and how it relates to an individual’s specific physical disability e.g. Cerebral Palsy, Multiple Sclerosis, Muscular Dystrophy, ABI (acquired brain injury), spinal injuries, etc. This course will also cover options for individuals working with clients who have intellectual disabilities. Learners will create customized keyboard layouts, individualize alternative keyboard and mouse settings, and customize standard keyboard and mouse settings. The importance of the needs of the individual and the necessity of encouragement to greater independence will be stressed. Different presentation styles of learning materials and alternate forms of communication will be discussed.

Through research, reading, class discussion, assignments, and tests we will explore specific hardware and software from Level 1 in greater depth as well as some additional technologies such as refreshable braille displays, braille translation and braille printing. Intermediate and some advanced customization features of the hardware and software will be covered; OCR; CCTV; screen reader software; screen enhancement software; visual sound cues; and integrating specialized software with standard business software, the Internet and email are among the topics covered. Various presentation styles of learning materials and alternate forms of communication will be discussed with a specific focus on cultural awareness and protocols when working with learners who are deaf, hard of hearing, visually impaired, or blind. Learners will research and identify various tools, strategies and technologies aligned with specific disabilities.

**Learning outcomes:**

Given lecture, research, demonstration, discussion, hands-on practice and feedback, the Learner will:

- develop an ergonomic computer station that will be used for a specific client with a specific disability
- select assistive technology solutions and/or ergonomic devices

- 
- select appropriate software for persons with intellectual difficulties
  - customize standard keyboard and mouse settings appropriate for specific clients
  - demonstrate knowledge of advanced operating knowledge of assistive technology hardware, including touch screens, programmable keyboards, switches and alternative mouse devices
  - demonstrate an advanced knowledge of keyboard accessibility features, including software-specific shortcuts and mouse substitute operation
  - demonstrate accessibility features in commonly used software, including the Internet problem-solve case studies

### **Specific Learning Disabilities Level 2 (45 hours)**

This course expands on the information that was taught in Specific Learning Disabilities Level 1. This course will provide the learner with in-depth knowledge of the widely-used compensatory and remedial devices and software programs available for reading and study features of some of the common “text to speech” programs on the market. The importance of the creation of a goal-oriented individualized learning plan and sources and effectiveness of functional shareware and freeware will be discussed. The integration of voice-to-text software into general MS Office applications, the Internet and e-mail will also be covered. The role of remedial vs. compensatory technology will be discussed, as well as the importance of the creation of a goal-oriented individualized learning plan, support, comparative features of various options, and matching the learner to the software. An overview of portable devices will be presented. Excellent supplemental freeware and shareware resources for home use will also be discussed.

#### **Learning outcomes:**

- Demonstrate an advanced knowledge of the accessibility features offer through various operating systems
- Demonstrate knowledge of the use of short-cut keys for operating systems, the internet, email and other software programs
- Customize a computer station with specific keyboard, display and input features
- Select appropriate software
- Problem-solve case studies.

### **Practicum (30 hours)**

This is a 30-hour placement with a community agency that utilizes assistive technology. (A combination placement with several community agencies to meet the time requirement for this practicum is acceptable.) Learners must be able to practice a variety of skills learned during the course. A comprehensive practicum report will be completed by the learner.

#### **Learning outcomes:**

- Be able to identify the value of assistive technology and the users of assistive technology
- Establish of network of resources that can be utilized in future job development, pursuits and/or employment

- 
- To work collaboratively with staff/team members to assess individual computer user's needs
  - Students will come away from the practicum with an understanding of, and working knowledge of, how accessibility features can be incorporated in day-to-day work places
  - Utilize previous learning and hands-on knowledge to stimulate positive changes in the workplace environment in order to meet the needs of persons with disabilities
  - Recognize the importance of utilizing assistive technology to increase the skills or productivity of the participant

### Accessibility Specialist Research Development

Students who select this option will choose one of several case studies which describe the issues faced by an individual with a disability. Utilizing the knowledge and experience they have gained throughout the program, they will write a substantial paper which displays a solid understanding of the problem and recommends solutions.

Learning Outcomes:

#### **Learning Outcomes:**

- Identify the value of assistive technology
- Recognize and discuss the importance of utilizing assistive technology to increase the skills or productivity of the participant
- Identify assistive technology resources and services specific to chosen case study
- Utilize and outline previous learning and experience to form appropriate recommendations
- Prepare recommendations based on applicability to needs

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**APPENDIX D**  
**Accessibility Specialist Certificate**  
**Vocational Learning Outcomes**

APPENDIX D Accessibility Specialist Certificate Vocational Learning Outcomes		MANDATORY				Choose One	Choose One				
		Assistive Technology Fundamentals BSCI-1064	Assistive Technology: Physical Disabilities 1 BSCI-1065	Assistive Technology: Specific Learning Disabilities Level 1 BSCI-1072	Disability, the Law and Community Resources BSCi-1066	Universal Internet Design BSCI-1070	Assistive Technology Specific Learning Disabilities Level 2 BSCI-1072	Assistive Technology Physical Disabilities Level 2 BSCI-1068	Practicum BSCI-1073	Accessibility Specialist Research Development BSCI-3045	# OF COURSES EVALUATING THE OUTCOME
The graduate has reliably demonstrated the ability to:	1. Identify stratified functional limitations related to vision, hearing, mobility, and cognitive related impairments	X	X	X	X		X	X	X	X	8
	2. Recognize and discuss barriers for blind/vision impaired and deaf/hearing impaired	X	X		X	X	X		X	X	7
	3. Demonstrate a basic understanding of various types of physical abilities and learning disabilities and challenges	X	X	X			X	X	X	X	7
	4. Define assistive technology, list examples, and describe the function of assistive technology applications for employment, education, and quality of life activities, including ergonomic considerations, computer access, and software for persons with special physical needs, learning difficulties and learning disabilities	X	X	X	X	X	X	X	X	X	9
	5. Utilize previous learning and hands on knowledge to stimulate positive changes in the home school, workplace or community in order to meet the needs of persons with disabilities						X	X	X	X	4
	6. Describe impact and practical benefits of assistive technology in the lives of person with disabilities and describe barriers to assistive technology	X	X	X	X	X	X	X	X	X	9
	7. Explain the basic legal obligations of the governments, educational institutions and employers related to providing assistive technology devices and services as outlined in current legislation				X	X	X		X	X	5
	8. Find and complete applications and forms relating to community and government agencies and programs such as the Ontario Ministry of Health's Assistive Device Program	X			X		X		X	X	5
	9. Recognize new electronic devices and technology that can assist with activities of daily living for clients/workers/students/family	X	X	X		X	X	X	X	X	8
	10. Explain, express, and implement a commitment to a client-centred approach in assessment and training, and the need to foster client/student/worker independence	X	X	X	X	X	X	X	X	X	9
TOTAL # OF OUTCOMES EVALUATED BY EACH COURSE		8	7	6	7	6	10	7	10	10	

<b>APPENDIX D</b> <b>Accessibility Specialist Certificate</b> <b>Vocational Learning Outcomes</b>									
<b>The graduate has reliably demonstrated the ability to:</b>									
	<b>MANDATORY</b>							<b>Choose One</b>	<b>Choose One</b>
	Assistive Technology Fundamentals BSCI-1064	Assistive Technology: Physical Disabilities 1 BSCI-1065	Assistive Technology: Specific Learning Disabilities Level 1 BSCI-1072	Disability, the Law and Community Resources BSCI-1066	Universal Internet Design BSCI-1070	Assistive Technology Specific Learning Disabilities Level 2 BSCI-1072	Assistive Technology Physical Disabilities Level 2 BSCI-1068	Practicum BSCI-1073	Accessibility Specialist Research Development BSCI-3045
	1. Communicate clearly, concisely and correctly in the written, spoken and visual form that fulfills the purpose of the communication.	X	X	X	X	X	X	X	X
	2. Respond to written, spoken or visual messages in a manner that ensures effective communication.	X	X	X	X	X	X	X	X
	3. Execute mathematical operations accurately.	X	X	X	X	X	X	X	X
	4. Apply a systematic approach to solve problems.	X	X	X	X			X	X
	5. Use a variety of thinking skills to anticipate and solve problems.	X	X	X		X	X	X	X
	6. Locate, select, organize and document information using appropriate technology and information systems.	X	X	X	X	X	X	X	X
	7. Analyze, evaluate, and apply relevant information from a variety of sources.		X	X	X	X	X	X	X
8. Show respect for the diverse opinions, values, belief systems, and contribution of others.	X	X	X	X		X	X	X	X
9. Interact with others in groups or teams in ways that contribute to effective working relationships and the achievement of goals.	X	X	X		X	X	X	X	X
10. Manage the use of time and other resources to complete projects.		X	X	X	X	X	X	X	X
11. Take responsibility for one's own actions, decisions and consequences		X	X		X	X	X	X	X
<b>TOTAL # OF OUTCOMES EVALUATED BY EACH COURSE</b>	<b>8</b>	<b>11</b>	<b>11</b>	<b>7</b>	<b>10</b>	<b>10</b>	<b>10</b>	<b>11</b>	<b>11</b>
									<b># OF COURSES EVALUATING THE OUTCOME</b>



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## JOB POSTINGS IN THE LONDON AREA:

NOVEMBER 2013

# Web Developer

by **Hall mc**

Location: London, Ontario

Date Posted: Oct 29, 2013

## JOB DESCRIPTION

### Job Description

You will work in conjunction with our graphic design studio and our digital marketing team to develop custom websites and carry out other related tasks to get online marketing campaigns up-and-running.

### Requirements:

### Application Criteria

- Portfolio of finalized/accepted client work
- At least one year's working experience in an agency or freelance setting
- Related education an asset

### Character

- Strong communication skills, ability to explain decision-making to stakeholders
- Ability to learn quickly and meet deadlines in fast-paced agency environment

### Core Skills

- Strong experience with HTML5 and CSS3
- Strong experience with PHP & MySQL
- Proficient in JavaScript, experience with jQuery
- Knowledge of progressive enhancement, polyfills, and mobile device capabilities
- Knowledge of (and enthusiasm for) web standards, **accessibility**, and performance
- Ability to work in a Mac environment
- Ability to build mobile websites

### Desired Competencies

- Knowledge of online marketing fundamentals
- Experience with basic image editing in Photoshop or Fireworks and related concepts (file formats, compression, color modes and profiles)

# Team Leader, London and Middlesex

by **Cheshire London**

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Position Type:	Full-time / Permanent
Location:	London, Ontario
Date Posted:	Nov 18, 2013
Experience:	5 Years
Education:	College Diploma (2 years)

## JOB DESCRIPTION

### **Team Leader, Permanent, Full-time London Outreach and Middlesex Outreach Attendant Services**

Cheshire is a non-profit organization dedicated to meeting the housing and/or attendant service needs of adults with significant physical disabilities and frail high risk seniors. We have helped a diverse group of people maintain their independence, dignity, and ability to live in their own homes for over 30 years.

Reporting to the Attendant Services Manager, the Team Leader will manage the day to day operation of the Middlesex Outreach Program as well as co-leading the London Attendant Outreach Program. This demanding dual role provides leadership to a team of Personal Attendants and is responsible for the administration of the program including the coordination and delivery of quality services to our consumers in accordance with Cheshire policy. The pay rate and benefit package for this position will be based on a 35 hour work week, however occasional evening and weekend hours will be required along with rotating pager responsibilities.

#### Key Accountabilities:

- Develops, coaches and manages the performance of Personal Attendants
- Manages a balanced compliment of both full-time and part-time personal attendants
- Provides direction, problem solving, coaching and support related to relationship and issues management

#### Qualifications:

1. Post secondary education in Social Services, Health Care, Community Services or a related field.
2. A minimum of five years related experience in a leadership role which included supervisory responsibilities.
3. Leadership experience in a unionized environment is an asset.
4. Demonstrated track record managing and developing teams.
5. Excellent interpersonal and communication skills.
6. Understanding of the attendant service needs of people with physical disabilities, and knowledge of the current community programs and resources available.
7. Demonstrated proficiency in the operation of personal computers and related software.

A valid driver's license and private vehicle are required for local travel.

This permanent, full time position offers a comprehensive benefit package and an annual starting salary at \$27.42/hr. (\$49,904.40 annually) based on program size and budget. Interested applicants should respond by December 2, 2013.

Please apply to the attention of the Human Resources Manager, C. Hopkins  
2-1111 Elias Street, London, ON, N5W 5L1  
Fax (519) 439-4815 or [apply@cheshirelondon.ca](mailto:apply@cheshirelondon.ca)  
Subject line: MOR/LOR Team Leader

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# Human Resources Manager

by **Gentek Building Products**

Position Type: Full-time / Permanent  
Location: London, Ontario  
Date Posted: Oct 28, 2013  
Experience: 5 Years  
Education: College Diploma (3 years)

## JOB DESCRIPTION

Gentek Building Products Ltd is a leading manufacturer and distributor of vinyl/aluminum siding, windows, and other exterior home improvement products. We are currently searching for a **Human Resources Manager** for our **Lambeth, Ontario** window manufacturing facility.

### Key Responsibilities

As a member of the Lambeth management team you will help drive and support all plant production and efficiency objectives. Your job will be to ensure the appropriate support of these objectives through your effective management of these functions:

- Recruitment
- Employee development
- Interpretation and enforcement of our Collective Agreement
- Grievance management
- Benefit program management
- Safety program support and reporting
- Disability program management
- HRIS maintenance and payroll processing back-up support

### Qualifications

Reporting to the Director of HR who is offsite with a strong dotted-line report to Lambeth's Plant Manager you will require the ability to think and act with a certain amount of autonomy using your natural abilities to lead and influence. Additionally we will be looking for these performance attributes:

- A post-secondary degree or diploma in Human Resources and/or CHRP designation
- 5 years experience in a unionized manufacturing setting in a generalist role
- strong computer skills
- superior communication skills both verbal and written
- solid judgment, leadership, and problem-solving skills
- previous exposure, and a personal lean to, continuous improvement

Please respond with resume, and a cover letter that summarizes your suitability and includes your salary expectations. Email to [Carole\\_Matthewson@gentek.ca](mailto:Carole_Matthewson@gentek.ca)